

ENG 101 College Composition

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Office Hours: MW 0800-0900; TR 1100-1200, and by appointment

COURSE DESCRIPTION

College Composition engages students in critical observation, reading, and writing. This course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught during assigned readings. A placement test is required prior to enrollment.

REQUIRED TEXT

They Say/I Say. Gerald Graff, Cathy Birkenstein and Russell Durst.

RECOMMENDED TEXT

Handbook

OVERVIEW OF COURSE

This course is designed to give you practice in a variety of writing situations. Although you will be doing different kinds of writing assignments to bridge the gap many perceive between personal and academic writing, most of this course will be devoted to the practical reflection on the rhetorical aims, intellectual strategies and discursive processes that inform successful academic writing. In other words, you will be expected to read and respond to your peers' writing as well as summarize, analyze, interpret and argue with various published texts. In working together, our general goal is to develop our ability to read and write rhetorically effective and intellectually complex texts.

We will be doing a lot of writing this semester, and you will need to plan your time accordingly.

COURSE OBJECTIVES

At the end of this course students must be able to:

Read and think critically

- demonstrate an understanding of the intrinsic connection between reading, critical thinking, and writing
- demonstrate the ability to read and understand academic writing with differing points of views and be able to recognize and analyze the merits of each position
- evaluate the accuracy and validity of a specific perspective or argument
- understand how audience, purpose, genre, and context shape the meaning and effectiveness of all texts, especially texts presented in college settings

Write critically and analytically

- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit
- demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery
- develop their own perspective into an academic argument that reflects critical analysis

Demonstrate information literacy

- conduct research using library tools, print and electronic media, and any other sources that enhance academic writing
- evaluate sources for accuracy, validity, and academic relevance
- use information to support and develop their assertions through paraphrasing, quoting, and summarizing
- cite sources using MLA citation style
- learn and employ strategies for avoiding plagiarism

Apply the foundations of strong academic skills

- develop and use broadened reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as writing handbooks, dictionary, and thesaurus
- utilize word processing programs, including proofreading software, in the writing process
- produce documents according to MLA formatting conventions
- employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
- collaborate with others in developing points of views and analyzing writing
- employ effective annotation skills
- use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- formulate appropriate questions and hypotheses

PLEASE NOTE: IF AS A RESULT OF A PLACEMENT TEST, YOU WERE ADVISED TO TAKE ENG 075 OR 100 AND YOU HAVE NOT DONE SO, YOU WILL PLACE YOURSELF AT A SERIOUS DISADVANTAGE IN THIS CLASS. IT WILL BE VERY DIFFICULT FOR YOU TO ACHIEVE THE OBJECTIVES OF THIS COURSE WITHOUT A MASTERY OF BASIC SKILLS. I STRONGLY ADVISE YOU TO TAKE 075 OR 100 BEFORE TAKING THIS COURSE.

ASSIGNMENTS

READING RESPONSES: During the semester you will be asked to reflect upon what you have read by writing a response that will be at least two typed pages in length (minimum 500 words). Although these responses may be fairly informal, I expect you to

seriously engage in the ideas and issues the texts present. In addition to finding your own topics, I will at times provide you with a question or ask you to respond to the questions asked after each selection in our text. Because your responses will be used in class to generate ideas about the texts we are reading, it is essential that they are completed on time.

ESSAYS

In addition to short essays and responses, you will also be responsible for writing three formal essays of approximately 5 pages each. Although further, more specific criteria will be given out for each assignment, general guidelines are as follows: while it is important that you demonstrate your ability to respond to the readings, explore the draft process, and complete all assignments, all essays will be graded on the quality of the finished product which will take into account grammar, rhetorical strategies, and intellectual complexity, together with evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose.

RESEARCHED ESSAY: In order to receive a grade for this essay, you must submit essay topic, evaluating sources exercise, research plan, postwrites, peer reviews, copies of all sources marked according to directions, essay drafts, and a final draft (minimum 1750 words/7 pages). This final draft will, in addition to allowing you to more fully develop your thinking, demonstrate your ability to integrate, according to MLA guidelines, academic research into your work.

Essay Topics: In addition to assigned essay topics, you are free to formulate your own topic. However, student essay topics must be submitted in writing and gain my formal approval before a student can work on the essay. Any essays submitted for feedback or grade that did not receive my formal approval will NOT be read.

Late work: If you hand in your work late, it will go to the bottom of the pile of essays waiting to be graded. Thus, late essays may not be returned quickly, and any problems you have with your written work may not be uncovered until quite late in the semester. It is your responsibility to hand in all work on time.

PLEASE NOTE: SUBMISSION OF ALL ASSIGNED WORK IS REQUIRED TO PASS THIS COURSE. LATE SUBMISSIONS WILL NOT BE ACCEPTED. I MUST SEE THE WORK IN PROGRESS AND WILL NOT ACCEPT ANY SUBMISSIONS FOR GRADE THAT HAVE NOT GONE THROUGH PEER REVIEW. IN ADDITION, I REQUIRE THAT COPIES OF ANY SOURCES YOU USE OUTSIDE OF CLASS TEXTS BE SUBMITTED WITH ALL DRAFTS. I WILL NOT READ WORK SUBMITTED WITHOUT THESE COPIES.

GRADES

Your final grade will be based on the following:

Essay #1	10 %
Essay #2	15%
Essay #3	20 %
Final Researched Essay	35%
In-class Final essay	10%
Classroom Participation, Reading Responses, In-class work etc.	10 %

PLEASE NOTE: If I feel that the reading is not being done, I reserve the right to give pop quizzes and will then adjust the final grades accordingly.

COURSE POLICY

Attendance

Attendance is a requirement. Absences will have a negative affect on your grade. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

Classroom Decorum

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Disruptive behavior will have a negative affect on your grade.

Plagiarism

Plagiarism is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy in our online catalogue.

In addition, while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others, etc. I expect you to accept full responsibility for the authorship of your written work.

Email

I encourage you to communicate with me via email; however, please be mindful that any email communication with me should be regarded as a formal communication, and thus, emails that do not follow standard written English conventions will neither be read nor replied to.

STUDENTS WITH DISABILITIES

Any student with a hidden or visible disability which may require classroom modification should see me during the first week or two of class so that an appropriate plan to meet your needs may be arranged.

WITHDRAWAL FROM CLASS

Up to December 9th a student may officially withdraw at the Registrar's Office. Any student who stops attending class, but does not officially withdraw, will receive a grade of F for the course.

MESSAGES AND CONFERENCES

If you need to reach me, please email me at stopping@trcc.commnet.edu or call my office phone. I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, please make an appointment to see me at another time.

FALL 09: ENG 101 TENTATIVE SCHEDULE OF ASSIGNMENTS

Reading assignments are from *They Say/I Say* unless otherwise noted.

WEEK 1.

W 8/27 Introduction: In-class assignment

WEEK 2

M 8/31 Class Cancelled

W 9/2 Writing Due: Read “A More Perfect Union” (Obama 360). If you do not yet have the text book, this speech is available online at

<http://www.npr.org/templates/story/story.php?storyId=88478467>. Take any short passage, provide a brief summary according to MLA conventions, and respond in your own words to the issue raised. Length: 500-750 words Form: MLA

W 9/2 Reading Due: Handout: 3 essays on “Obesity Crisis.”

WEEK 3

M 9/7 NO CLASS LABOR DAY

W 9/9 Writing Due: Obesity Essay

WEEK 4.

M 9/14 Reading Due: Introduction (1-14); “They Say” (15-48)

Writing Due: Complete EITHER Exercise 1 or 2 on page 38. Your summaries should be at least 500 words each, typed, and use MLA format.

In addition, you may want to read the other essays in “Is Fast Food the New Tobacco?” (151-210) in order to develop your essay.

W 9/16 Reading Due: “I Say” (49-89)

Writing Workshop

WEEK 5

M 9/21 Writing Due: “As-good-as-it-gets” draft Essay #1

Length: 5 pages (1250 words). Form: MLA. Please bring 3 copies to class

W 9/23 Reading Due: “Tying it All Together” (99-132)

Writing Workshop

WEEK 6

M 9/28 Reading Due: Sklar (308); Bartlett (312); *The Economist* (316); Krugman (322).

W 9/30 Writing Due: Final Draft Essay #1 (including draft with my comments, peer reviews, postwrites, revised essay).

WEEK 7

M 10/5 Reading Due: Olsson (342); Mallaby (356); Draut (378).

W 10/7 Writing Due: "As-good-as-it-gets" Draft Essay #2: Respond to the debate about the American Dream. Open by summarizing the debate, following the guidelines on pp. 24-5, and then give your own view. Be sure to include at least 3 of the view points from our readings. Length: 5 pages (1250 words). Form: MLA

Please bring 3 copies to class.

WEEK 8

M10/12 COLUMBUS DAY. Research Workshop.

W 10/14 Writing Workshop

WEEK 9

M 10/19 Reading Due: Graff (297)

W 10/21 Writing Due: Final Draft Essay #2 (including draft with my comments, peer reviews, postwrites, revised essay).

Reading Due: Johnson (213); Stavens (231); Goldwasser (236); Rushkoff (241).

WEEK 10

Monday 10/26 Reading Due: Peacock (257); Turkle (270); Chast (282); Rockler-Gladen (284); Will (293);

W 10/28 Writing Due: Researched Essay Topic Proposal

WEEK 11

M 11/2 Research Workshop

W 11/4 Writing Due: Information Literacy Assignment

WEEK 12

M 11/9 Writing Due: Annotated Bibliography

W 11/11 NO CLASS Veteran's Day

WEEK 13

M 11/16 Writing Due: Draft of Researched Essay with copies of sources

Please bring 3 copies to class for peer review

W 11/18 Writing Workshop

WEEK 14

M 11/23 Writing Workshop

W 11/25 NO CLASSES THANKSGIVING

WEEK 15

M 11/30 Writing Due: Final Draft Researched Essay (final draft including Works Cited, drafts, annotated bibliography, postwrites, peer reviews, copies of sources marked according to directions, essay proposal with my approval)

W 12/2

WEEK 16

M 12/7

W 12/9 Essay #3 Due

WEEK 17

M 12/14 IN-CLASS EXAM

LAST CLASS

Reading Due: Introduction(1-16); Moore (132); Anyon (173); Write a 500 word response (typed, MLA form) in answer to Question 4 on page 189.

WEEK TWO

M 6/15 Reading Due: Tannen (219); Kozol (239).

Writing Due: "As-good-as-it-gets" Draft Essay #1

W 6/17 Writing Workshop

WEEK THREE

M 6/22 Reading Due: TBA

W 6/24 Final Draft Essay #1

WEEK FOUR

M 6/29

W 7/1 Final Draft Essay #2

WEEK FIVE

M 7/6

W 7/8

M 7/13

W 7/15

WEEK SEVEN

M 7/20

W 7/22

